

Lockport City School District
Grade 4 Timed Writing Task and Rubric

Directions:

Writers will conduct research using a variety of nonfiction texts. They will compose an informational text wherein they reveal what has been learned through their research.

Successful writers will demonstrate the ability to:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **(W.4.4)**

Determine and communicate the main idea of a text and explain how it is supported by key details; summarize the text. **(RI.4.2)**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(RI.4.9)**

GRADE 4 TIMED WRITING TASK RUBRIC

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED _____</p> <p>My SUMMARY is focused and includes at least 3 details from the texts I read.</p> <p>I state the MAIN IDEA and support it with key details from the text.</p>	<p>EXPERIENCED _____</p> <p>My writing voice sounds formal. It is clear that I'm trying to inform my audience, and I speak with authority.</p> <p>It is clear that I know my stuff and can be trusted as a source because I use many facts and supporting details.</p>	<p>EXPERIENCED _____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another seamlessly.</p> <p>I add details in just the right places.</p>
<p>DEVELOPING _____</p> <p>My SUMMARY is beginning to have a focus. It includes at least 2 details from the texts I read.</p> <p>I state the MAIN IDEA or key details from the text.</p>	<p>DEVELOPING _____</p> <p>My voice changes throughout this piece. I am not quite sure how I want it to sound yet.</p> <p>I share several facts and details.</p>	<p>DEVELOPING _____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p>BEGINNING _____</p> <p>I'm still figuring out what the main topic and important details should be in my SUMMARY.</p> <p>Missing details might make it hard for my reader to learn from my SUMMARY.</p> <p>I am uncertain what the MAIN IDEA or key details are.</p>	<p>BEGINNING _____</p> <p>I don't know enough about my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>I need to use facts and details from my reading in order to sound like an authority.</p>	<p>BEGINNING _____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing may be jumbled, rushed, or missing important details.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED _____</p> <p>My writing includes rich, precise words.</p> <p>The words that I choose help me to create a strong, formal voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED _____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>I use a variety of transitions and transitional phrases.</p>	<p>EXPERIENCED _____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING _____</p> <p>My writing includes correct words.</p> <p>Some of the words that I choose are helping create a formal voice for my piece.</p>	<p>DEVELOPING _____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I use some transitions and transitional phrases.</p>	<p>DEVELOPING _____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING _____</p> <p>My writing includes misused words.</p> <p>I need to choose words that will help me create a formal voice.</p>	<p>BEGINNING _____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I need to use transitions and transitional phrases.</p>	<p>BEGINNING _____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

DOCUMENT T-R
CCLS: W.4.4, RI.4.2, RI.4.9